



STAGES OF FORMATION AND DEVELOPMENT OF THE IDEA OF INDIVIDUALIZATION IN EDUCATION

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Annotation: The modern requirements imposed on the educational system are increasingly increasing the importance of individualization as a promising direction in its development. Because individualization allows for the development of human capital, which is one of the main tasks of educational practice, the creation of necessary conditions for the conscious understanding of activities and the manifestation of one's potential.

Keywords: Education, creativity, activity, communication, pedagogy, education, genesis, analysis

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It is known that the countries of the Ancient East are the homeland of pedagogical thinking. This view can be connected to the ideas of an individual approach to education. Because, to historical sources [andreyev.i; p. 24], in the middle of the first millennium BC, the idea of master-discipleship, that is, an individual approach, existed in India. Such relations gained priority in other countries of the Ancient East. Their education is individual, and despite the fact that there are students of different ages and levels of training in the group, the ability, passion, attitude to work, and financial capabilities of each of them were taken into account at the very beginning of the process. Teachers are also required to honor their students as if they were their own children, not to hide their knowledge, and to make them mature mentally and physically.

The standards and principles of education advanced in ancient Chinese philosophy also point to the importance of an individual approach to the student. B.M. Bim-Bad [; p. 34] connects these ideas to Confucian teachings and justifies the fact that there are high requirements for a teacher, that only a person who has constantly improved himself, achieved "realization of wisdom" and has certain abilities is worthy of him.

According to Russian scientist T.V. Burlakova [p. 94], the term "individualization" was used by ancient philosophers. The concept was originally developed by Leucippus and

Democritus, it was considered as the basis of the philosophical understanding of existence. According to them, it is necessary to consider the problem of individualization in connection with the objective world and space, and consider the human personality as its component. Defining the individual as a part of existence, Aristotle expresses the point of view that the principle of individuation is based not on ideas, but on matter itself, which is amorphous and passive and can only find its concrete reality through individual things. Plato, unlike him, absolutizes the place of being and believed that things have their empirical existence not because of their individuality. At the same time, he notes the need to ensure "professional freedom (personal inclinations)" in education, to develop students, to direct the active search for independent solutions rather than passive perception of educational models. Socrates emphasized that education should originate or be based on the knowledge of man and his soul. He believes that education is a process that brings a person to maturity, is based on his inner feelings, and is directed to processing his knowledge by heart, depending on the moral self-improvement of each student.

As the researcher continues his research, the problem of human individuality is also relevant in the philosophy of late antiquity, and various schools identify individuality with self-esteem and autonomy of the individual, and individualization with his "I". Focusing on the learner's unique characteristics, strengths, and individuality by Marcus Fabius Quintilian

principles are put forward. He points out that it is necessary to organize school activities taking into account the individual approach depending on the interests of each student, their internal and external development period and level, and not to apply the same measures to all students. Seneca said that a teacher



who seeks to find a direct way to the heart of his students can get to know him closely before the beginning of the lesson, offer friendship and on this basis be able to have the right influence. According to him, the educational work of the teacher consists of two elements: that is, individual lessons with each student and a system of lessons for the teacher against the background of calmness and balance.

The great thinkers of Central Asia (Muhammad al-Khorazmi, Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali ibn Sina, Burkhaniddin Zarnuji, Ahmad Yugnaki, Omar Khayyam, Alisher Navai) in the medieval period of the personality, its upbringing, education, comprehensive development, his pedagogical views on perfection also put forward the need to take into account the qualities and capabilities of learners in the process of enriching humanitarian ideas. In their works, it is emphasized that serious importance should be attached to the principles of expressing confidence in human capabilities, taking into account the level of intelligence, relying on personal qualities, organizing independent thinking activities, developing creative activity, innate talent and abilities, and individual approach to each student.

The above analysis shows that scientists of the ancient world and their philosophical views created the basis for the emergence and development of elements of individualization of education. Also, the conditions for carrying out pedagogical activity, its forms and methods, individual approach have been defined. As a result, the ideas put forward by philosophers, scientists, and teachers of the ancient world had a significant impact on the formation of education and culture of the following periods.

Stage of classical rationality, i.e. XVIII-XIX

The problem of individualization of education in centuries is represented by the need to take into account the individual characteristics of the child related to maturity, age, ethnic origin. In the works of famous pedagogues of the specified period, Ya.A.Komensky, I.G.Pestalossi, D.Locke, J.J.Russo, K.D.Ushinsky, the principle of individual approach, which is one of the most important principles of teaching, was put forward. Its main idea is conformity to nature, based on the student's inner world. According to N.V. Gerdo, a researcher who conducted research in this field, this period is characterized by "...intuitive application of an individual approach depending on the personal skills of the teacher; lack of information about the individual characteristics of students; It was characteristic that individualization appears according to the interest of students [; p. 31].

Ya. A. Komensky considers the principle of compatibility with nature to be the basis of building a didactic system and the main value, goal and success criterion of human education. According to him, harmony with nature is a universal law of existence "... just as grass, trees, animals have different natural properties, so humans have the same natural abilities. It is necessary to treat each of them separately, they cannot all be used in the same way for a single purpose... Do not push them where your ability does not lead you" [; p. 81] appears in the form. Therefore, the principle of compatibility with nature determines the course and results of the pedagogical process according to the different characteristics of students. That is, the educational process should be natural, built in accordance with the objective laws of human nature.

The principle of harmony with nature is further filled in the works of I. G. Pestalossi. He gives the following points: "...the main goal of any scientific subject is to fundamentally improve human nature by developing it at the highest level. The sacred task is not to develop science, but to develop it through human nature. That is, human nature should not be adapted to scientific objects, but scientific objects should be adapted to human nature" [; p. 216]. I. G. Pestalossi said that all knowledge should come from thinking and be able to return to it. Thinking becomes thinking because it concerns the student and serves creative education.

In the views of D. Locke, this principle is shown as the principles of moral education, in-depth study of the student's nature and individual approach to it. The researcher believes that the main goal of education is to create a new generation that can best adapt to society. He also suggests serious study of the student's natural abilities in order to improve them, otherwise he believes that education can lead to "fruitless labor". According to him: "...there is a certain stamp on the heart of every person that, although it is possible to slightly correct his appearance, it is impossible to completely change it. Therefore, it is necessary for a



volunteer who works with children to study their nature and abilities in depth with the help of various tests, in which direction they can study easily, what results it gives, what their inclinations are, and in what ways they can be improved" [comp.pod; p. 104].

In order to introduce theoretical ideas into pedagogical practice, large-scale experiments on the introduction of elements of individualization into the educational process have begun in public schools in the United States and European countries. Experiments were carried out in several directions, namely, organization of an individual order of educational and cognitive activity, individualized order of educational activity combined with collective work, conducting individual work on the basis of specially created educational materials. Individual education in the process

Emphasis was placed on the use of effective means of control and assessment by introducing different models into practice, grouping students according to their ability and level of preparation, emphasizing their independent activities, limiting the teacher's help and interference, and giving assignments of different levels.

Representatives of another artificial-anthropological stream of reform pedagogy studied the problem of driving forces of individual development of the child and the role of pedagogical intervention in this process. They saw the basis of success in the concept of providing as many opportunities as possible for the free, individual development of each person in the educational process, self-education, and believed that its basis lies in the activity and creativity of the individual.

The well-known scientist J. Dewey [] was able to develop objective and subjective approaches that give double results in the pedagogical process. His followers, E. Parkhurst, W. Kilpatrick, E. Collins, and others, believed that children's personal experience is reconstructed based on their innate abilities and needs, and developed a practice-based teaching method. As a result of the researches of M. McMillan and M. Montessori, the ideas of sensitivity appeared in pedagogy, indicating the sensitivity of the individual development periods of the child to specific interactions in terms of nature, quantity and quality.

On the basis of modern philosophical and psychological knowledge about the individuality of the human person, the anthropological concept of individualization of education in the science of pedagogy reveals the humanistic direction of pedagogical knowledge, focusing attention on the person, the child, and childhood (Sh.A. Amonashvili, B.M. Bim-Bad, G.B. Kornetov, A.I. Piskunov and others) are being developed. In the educational process, the ideas of person-oriented teaching, which defines the person as the goal and factor of educational activity, are actively developing. In the theory and practice of pedagogy, the problem of individualization is the development of learning and "individual education trajectory" in connection with the determination of the personal and professional place of the student in the conditions of person-oriented education, improvement (I.A.Zimnyaya, V.A.Slobodchikov, A.P.Tryapisina, A.V.Khutorskoy, etc.). It began to be expressed in the emergence and implementation of concepts such as "individual education direction", "individual education program". In the research mentioned above, it was investigated the need to create sufficient conditions for the individualization of the educational process, not only to take into account the individual characteristics, interests and capabilities of students, but also to act as an active subject of their personal educational activity.

In conclusion, it can be said that the retrospective analysis of the concept of individualization of education showed that this approach has a traditional and long history in the science and practice of pedagogy. The analysis of research on the theory and history of pedagogy made it possible to determine the trajectory of its development by understanding the gradual development of the concept of individualization in education in ancient, ancient, middle and modern times. It should also be noted that in modern conditions, sufficient scientific-theoretical grounds have emerged for generalizing the analyzes of the development of individualization of education, improving its concept, and coordinating its components with existing tasks. Together with this, we can emphasize that the knowledge about the field of individualization in the pedagogy of developed foreign countries is expanding significantly, it is enriched with new experiences, it is considered as a fundamental concept of education and it has stability. creates a solid foundation for quality assurance.

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